



TRANSLATIONAL ANATOMY OF
DEGENERATIVE DISEASES &
DEVELOPMENTAL DISORDERS

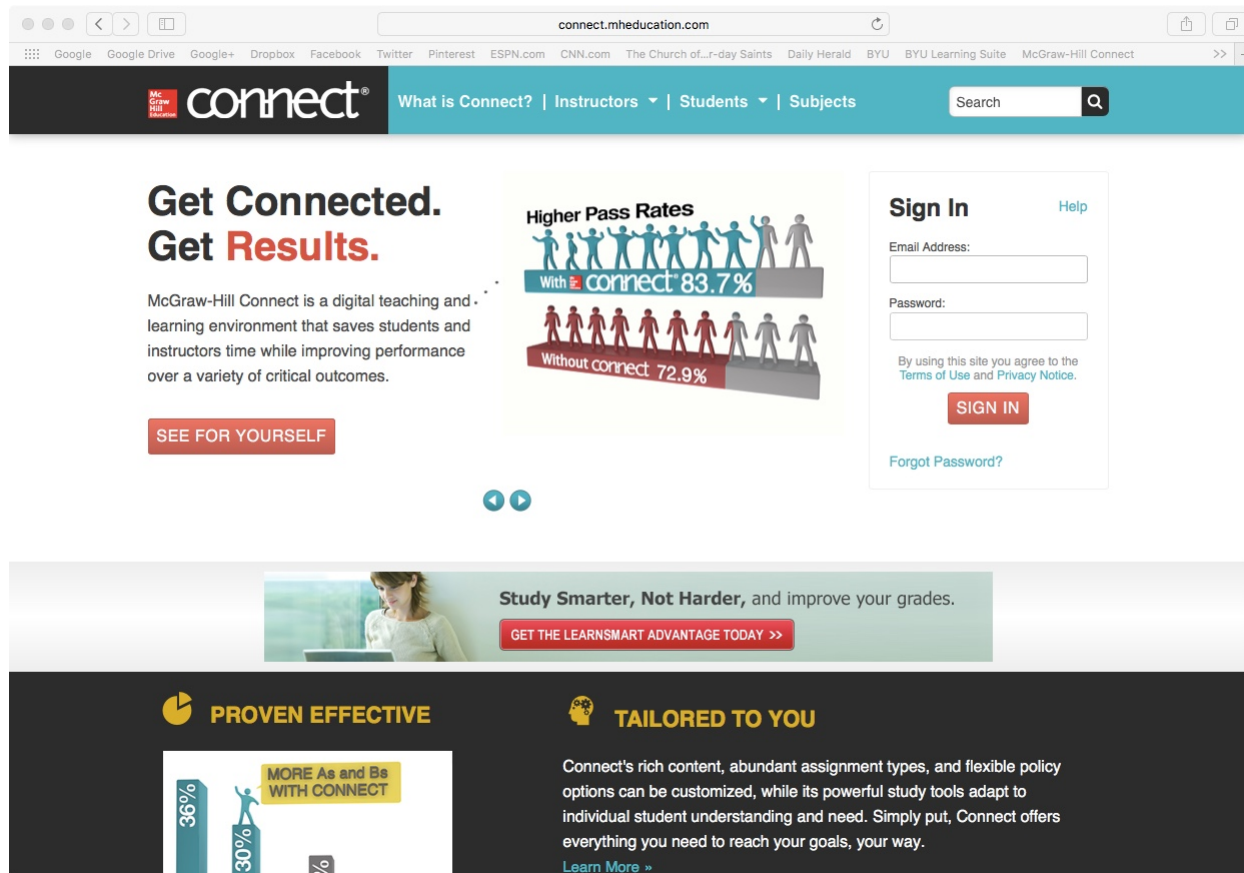
Impressions of a Low-Cost Online Textbook Resource for Human Anatomy

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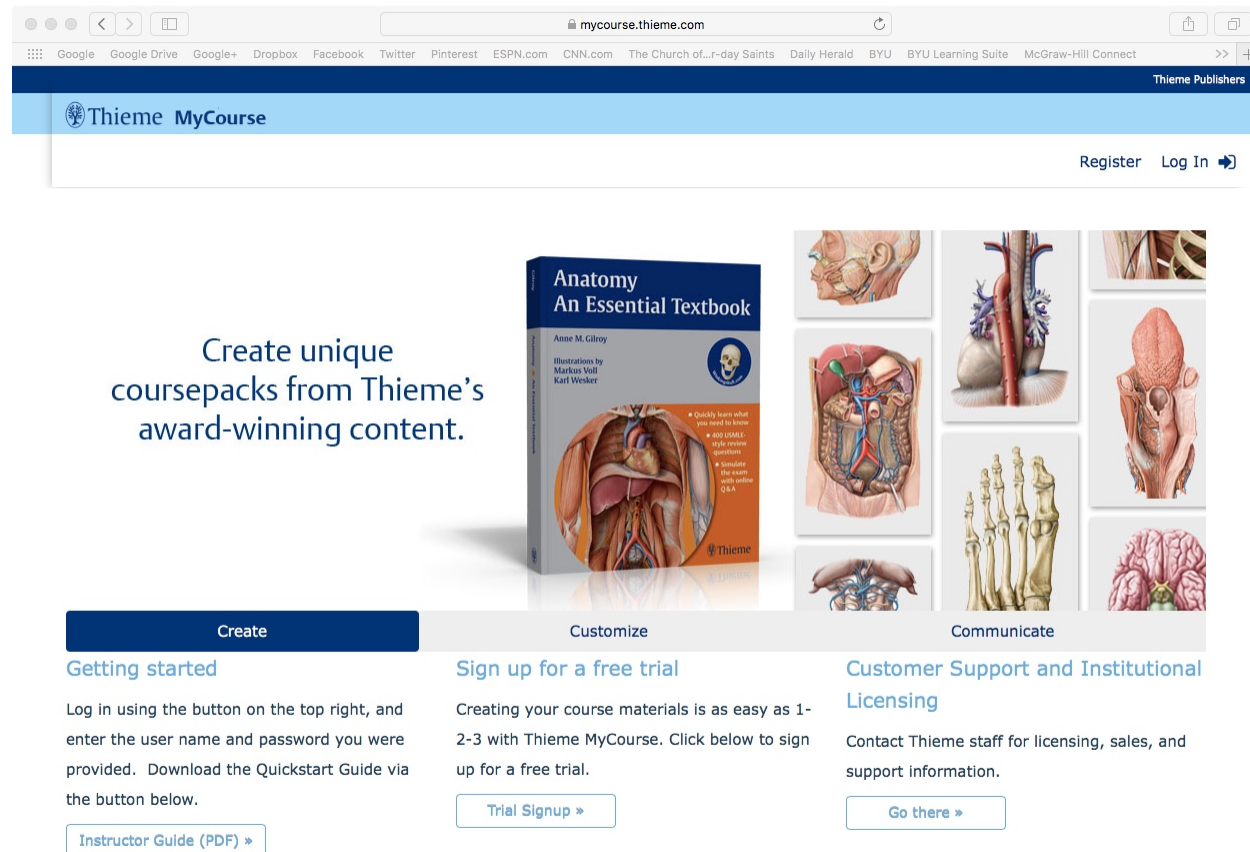
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A Tale of Two Textbooks



The screenshot shows the McGraw-Hill Connect website. The header includes the 'connect' logo and navigation links for 'What is Connect?', 'Instructors', 'Students', and 'Subjects'. A search bar is also present. The main content area features a 'Get Connected. Get Results.' section with a graphic showing 'Higher Pass Rates' comparing 'With connect 83.7%' and 'Without connect 72.9%'. Below this is a 'Sign In' form with fields for 'Email Address' and 'Password', a 'SIGN IN' button, and a 'Forgot Password?' link. A banner below the sign-in section reads 'Study Smarter, Not Harder, and improve your grades. GET THE LEARNSMART ADVANTAGE TODAY >>'. The footer highlights 'PROVEN EFFECTIVE' with a bar chart showing '36%' and '30%' and 'MORE As and Bs WITH CONNECT', and 'TAILORED TO YOU' with a description of Connect's rich content and flexible policy options.

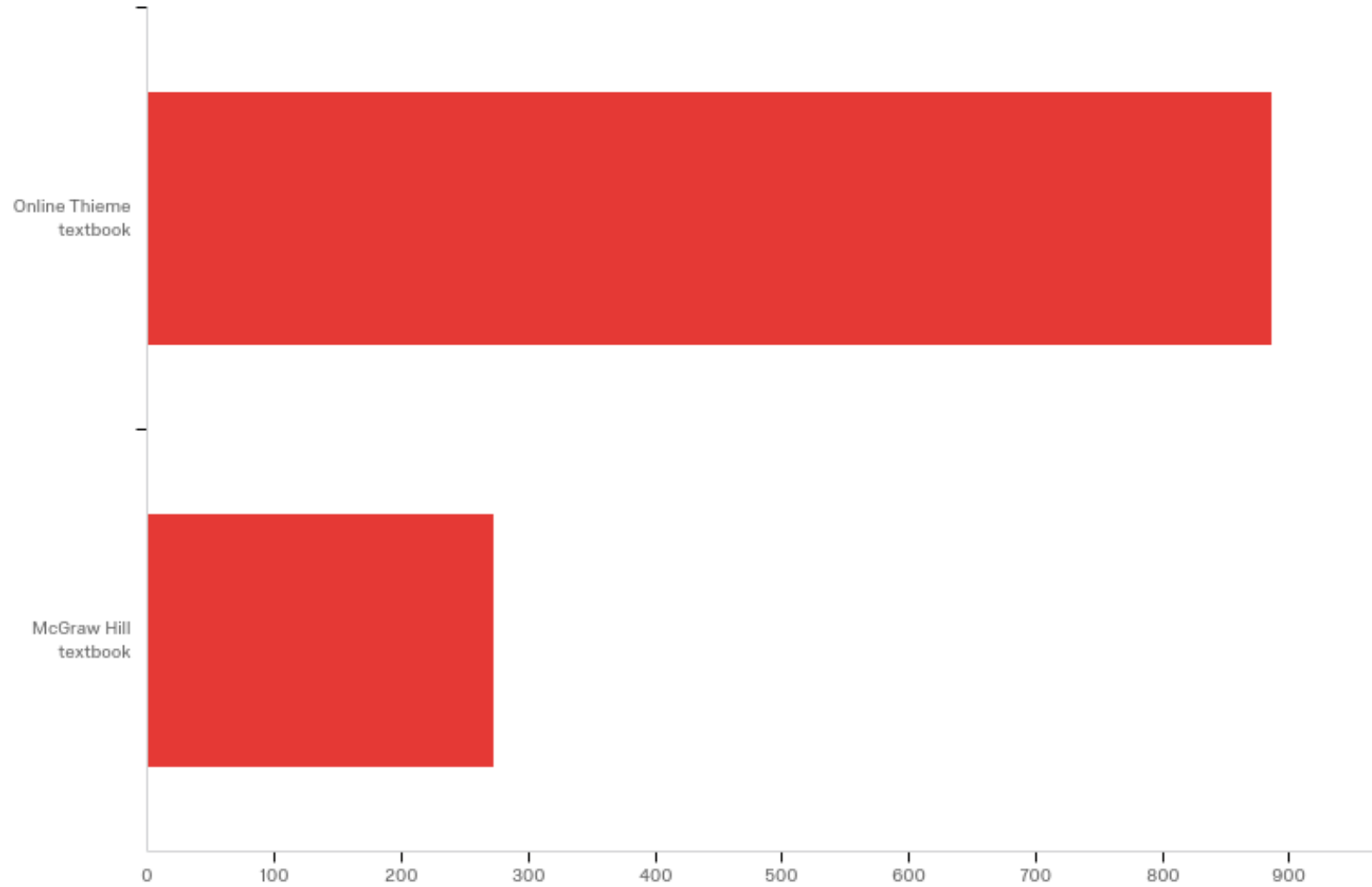
\$100-120



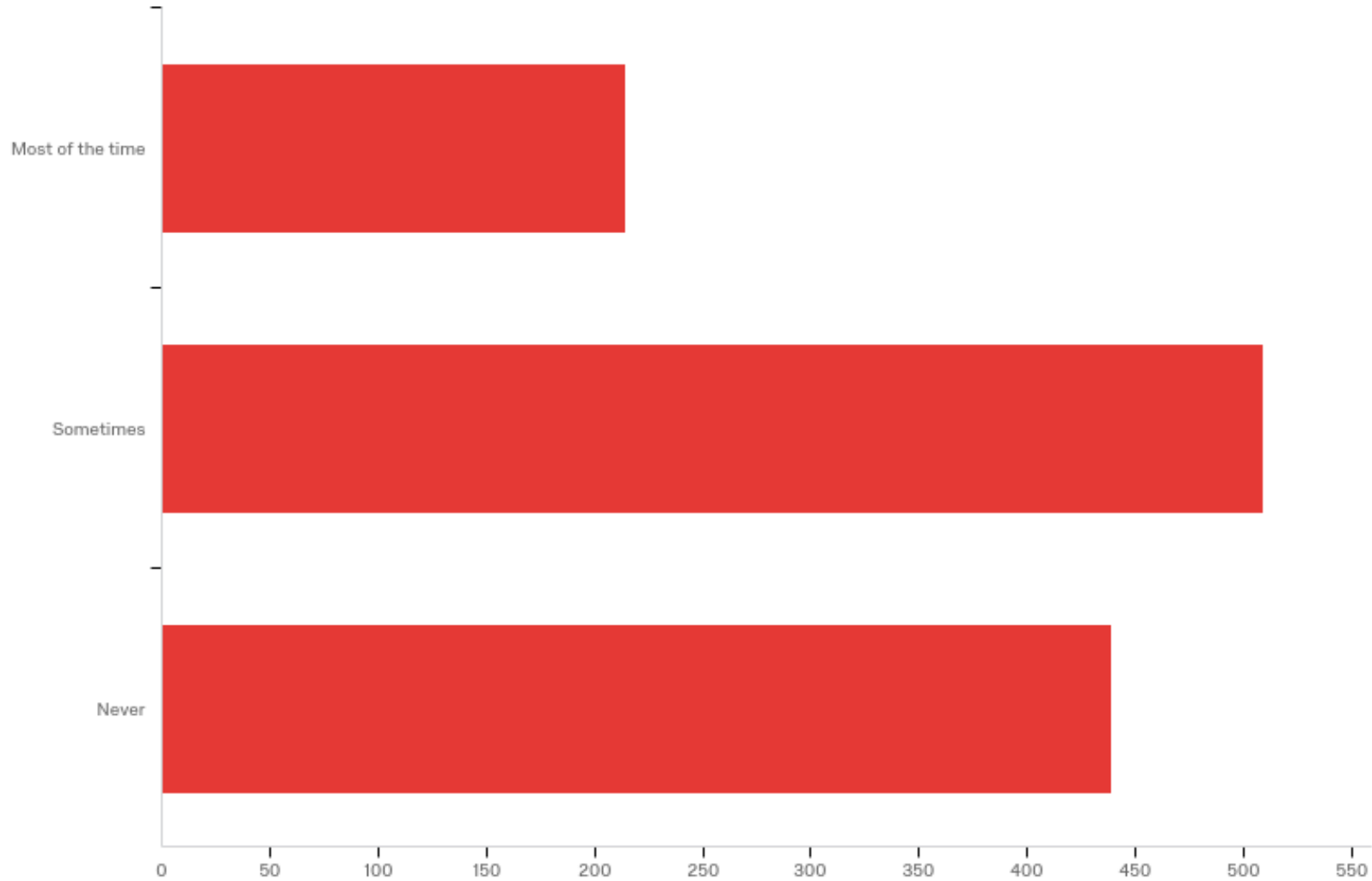
The screenshot shows the Thieme MyCourse website. The header includes the 'Thieme MyCourse' logo and navigation links for 'Register' and 'Log In'. The main content area features a 'Create unique coursepacks from Thieme's award-winning content.' section with a graphic showing 'Anatomy An Essential Textbook' by Anne M. Gilroy and Markes Voll Karl Wesker. Below this is a 'Create' button. The footer highlights 'Getting started' with a 'Log in using the button on the top right, and enter the user name and password you were provided. Download the Quickstart Guide via the button below.' and a 'Trial Signup' button. The footer also highlights 'Customize' with a 'Sign up for a free trial' section and 'Communicate' with a 'Customer Support and Institutional Licensing' section.

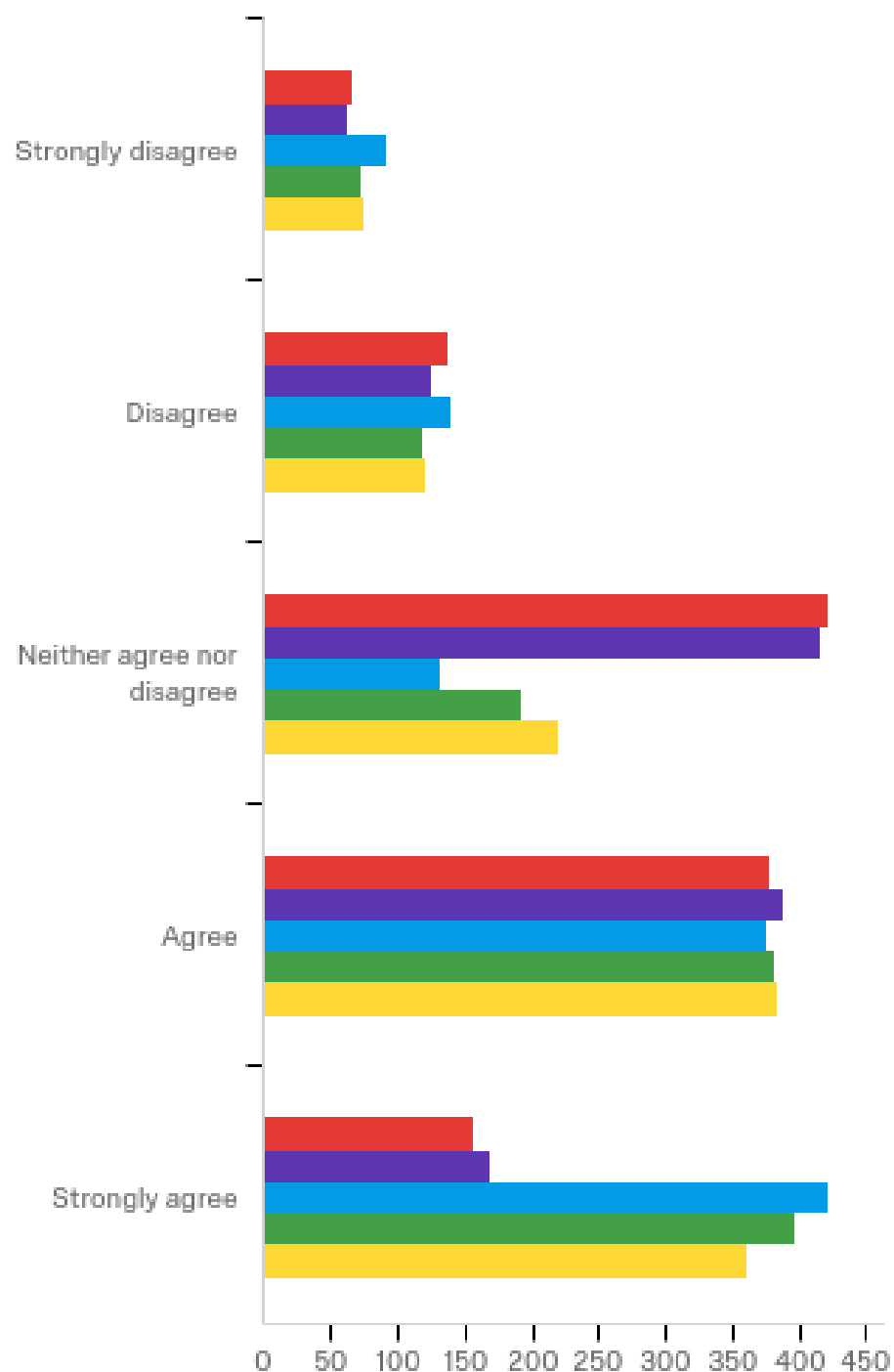
\$25

Q114 - Which textbook did you purchase?



Q115 - I prepared for my lecture section using my textbook before coming to class.





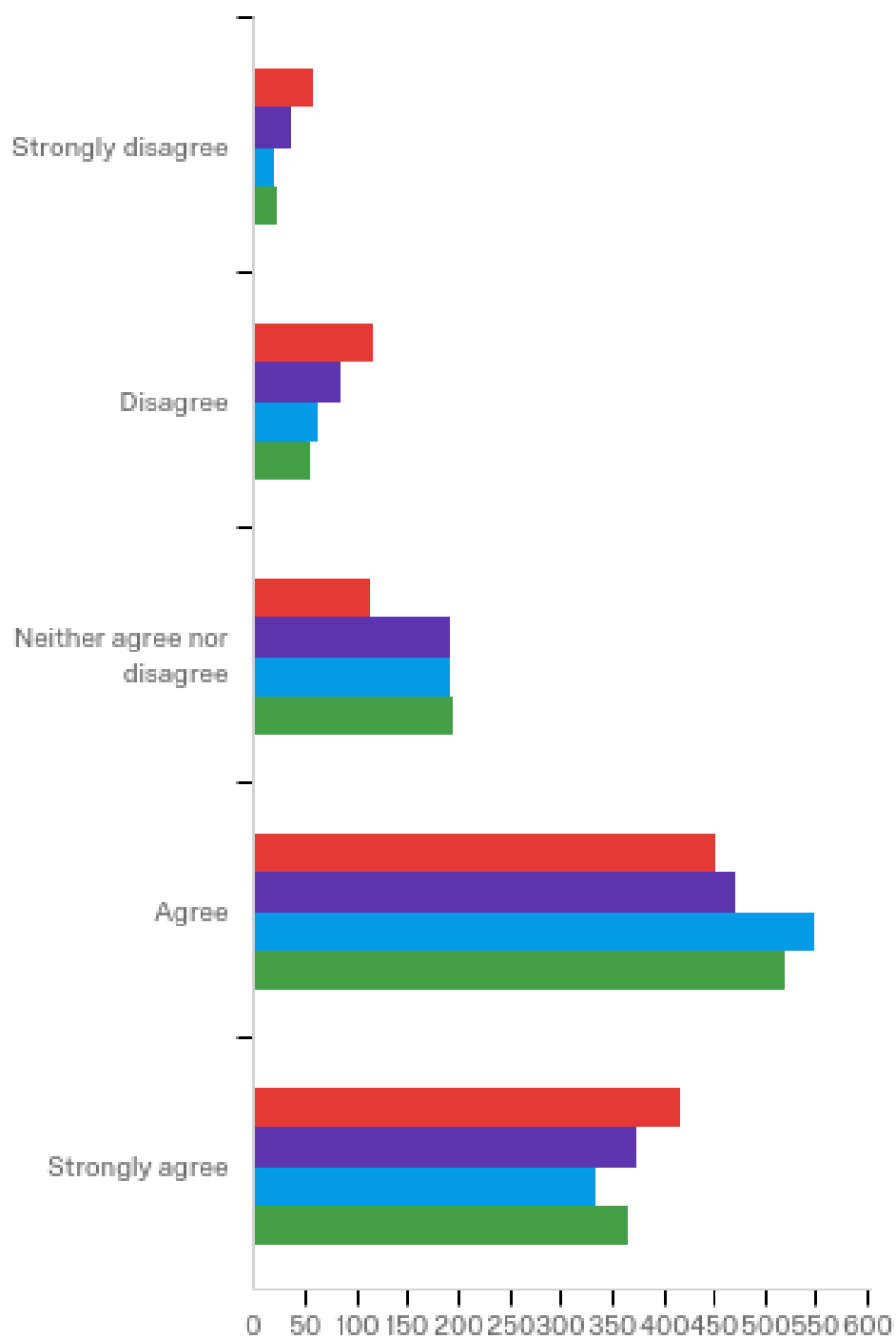
I feel that having a textbook positively affected my lecture preparation before class. (1)

I feel that reading the textbook sections before coming to class helped me learn and understand more in lecture than I would have without reading the textbook. (2)

I used my textbook to study for my lecture midterms and final. (3)

My textbook helped me feel more prepared for the lecture midterms and final. (4)

I feel that studying with the textbook helped me get a better grade on my lecture midterms and finals. (5)

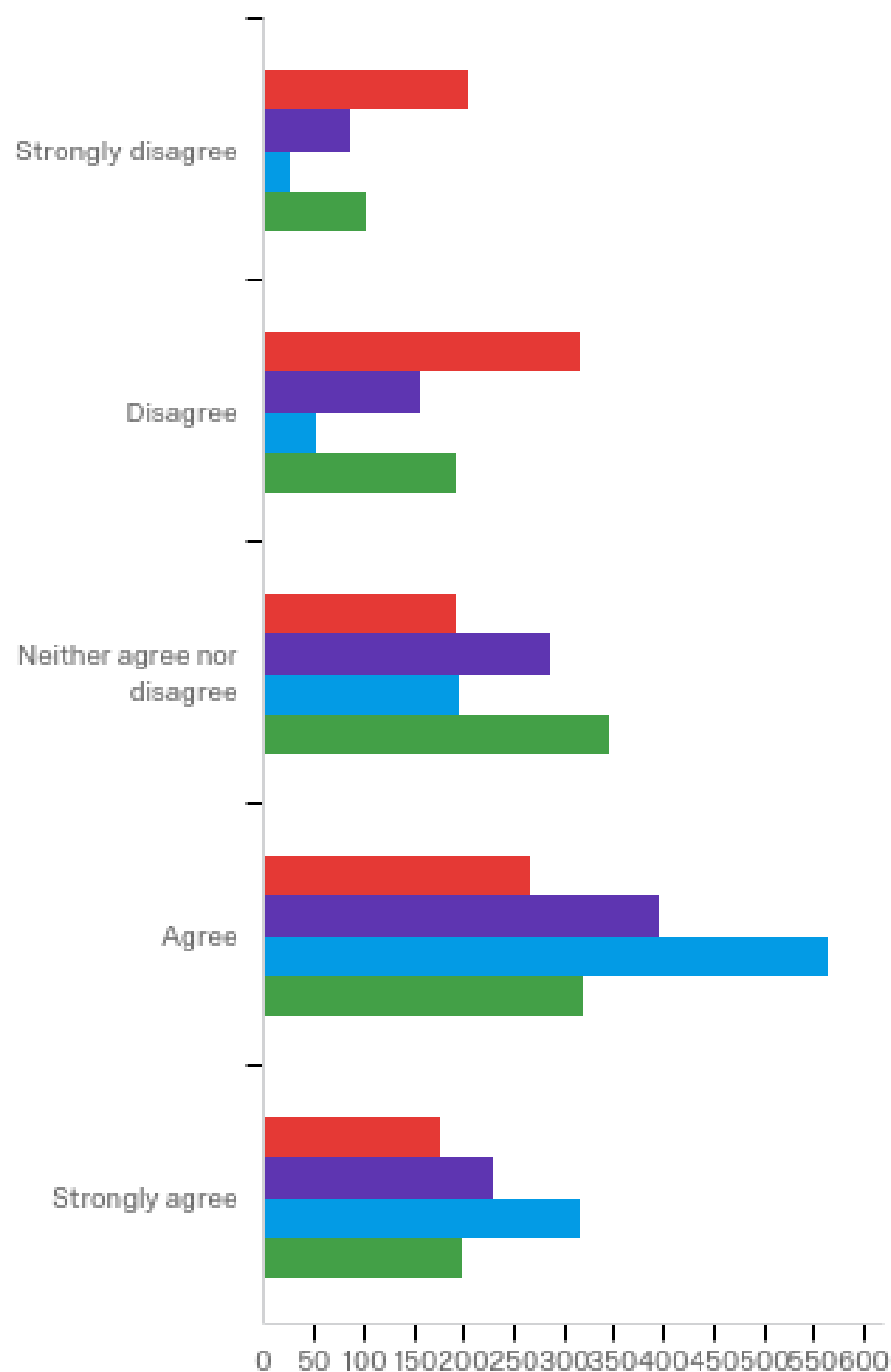


I looked up lecture concepts in my textbook when I had trouble understanding. (1)

It was easy to navigate the textbook to find the topic(s) I was looking for. (2)

The textbook gave clear, understandable explanations. (3)

After reading about a concept in the textbook, I felt more confident in my understanding of that concept. (4)

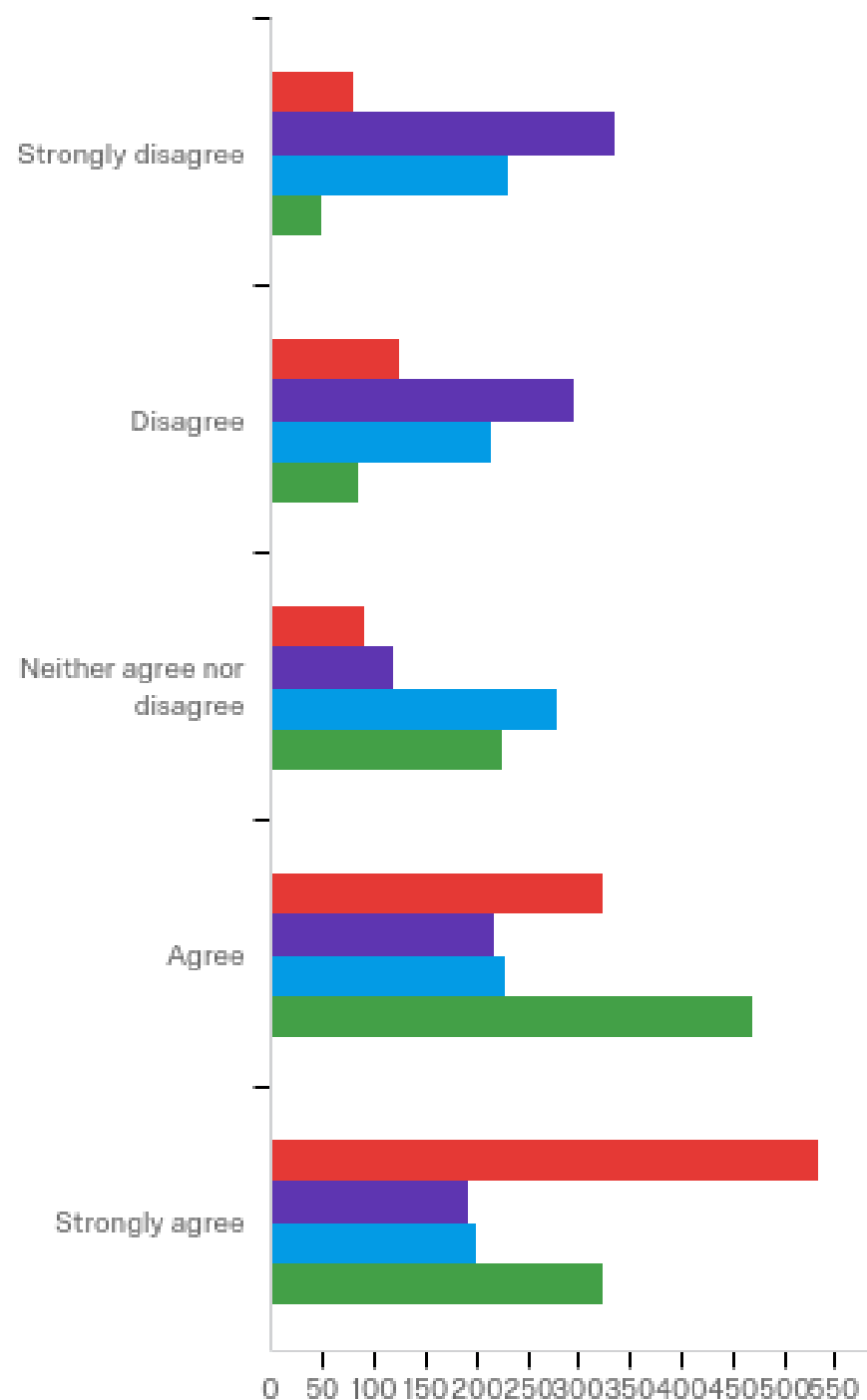


I used the textbook often to study for lab quizzes and exams. (1)

I found the pictures in the textbook useful for my lab studying. (2)

The pictures and diagrams in my textbook were clear and understandable for PDBIO 220 students. (3)

I felt more prepared for my lab quizzes and exams after studying using my textbook. (4)



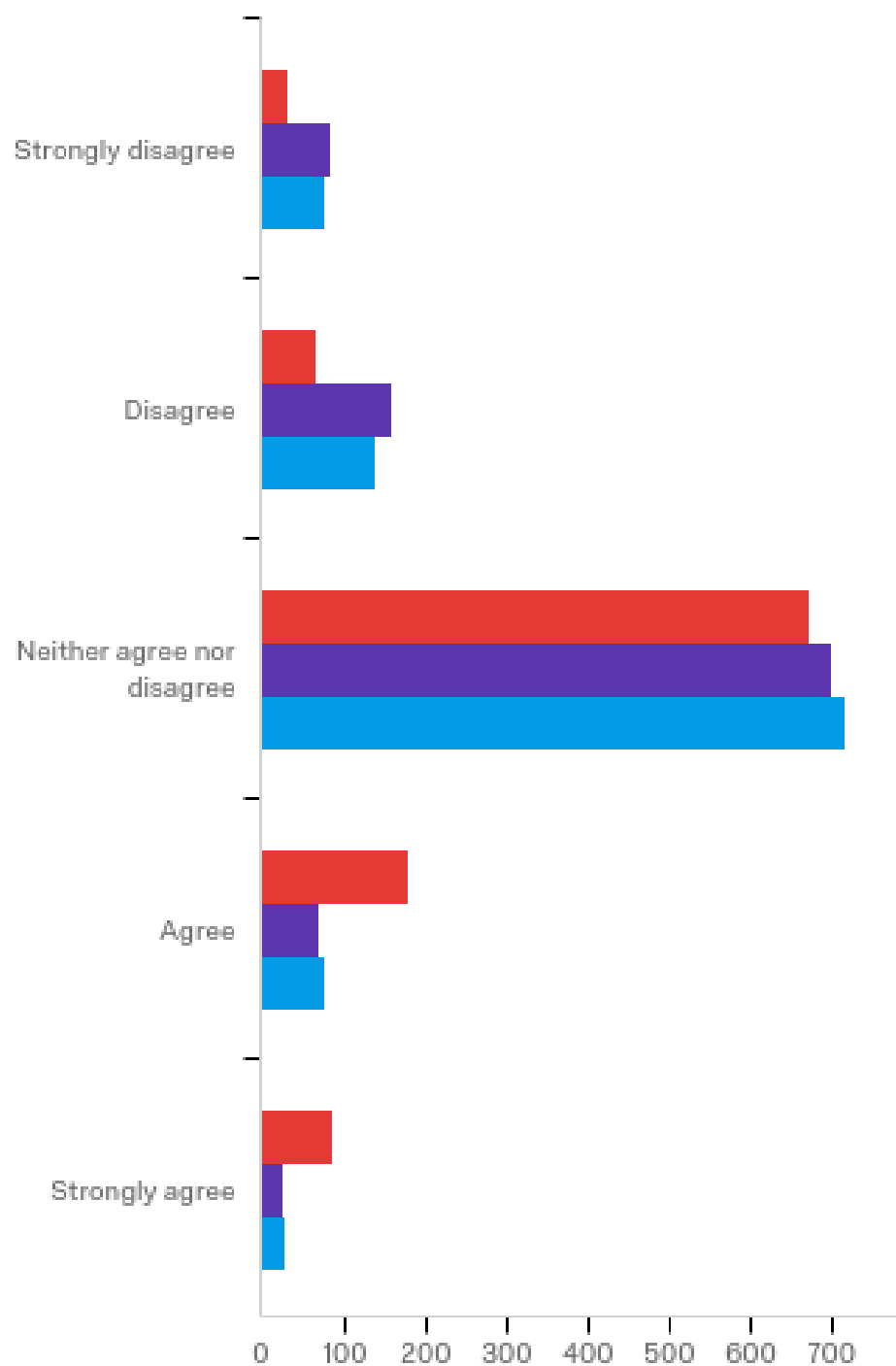
I often referred to my textbook as I completed the online homework. (1)

I often worked in a group as I did my online lecture homework. (2)

My study group used the online textbook to find answers to homework problems. (3)

It was easy to navigate the textbook to find answers to homework problems. (4)

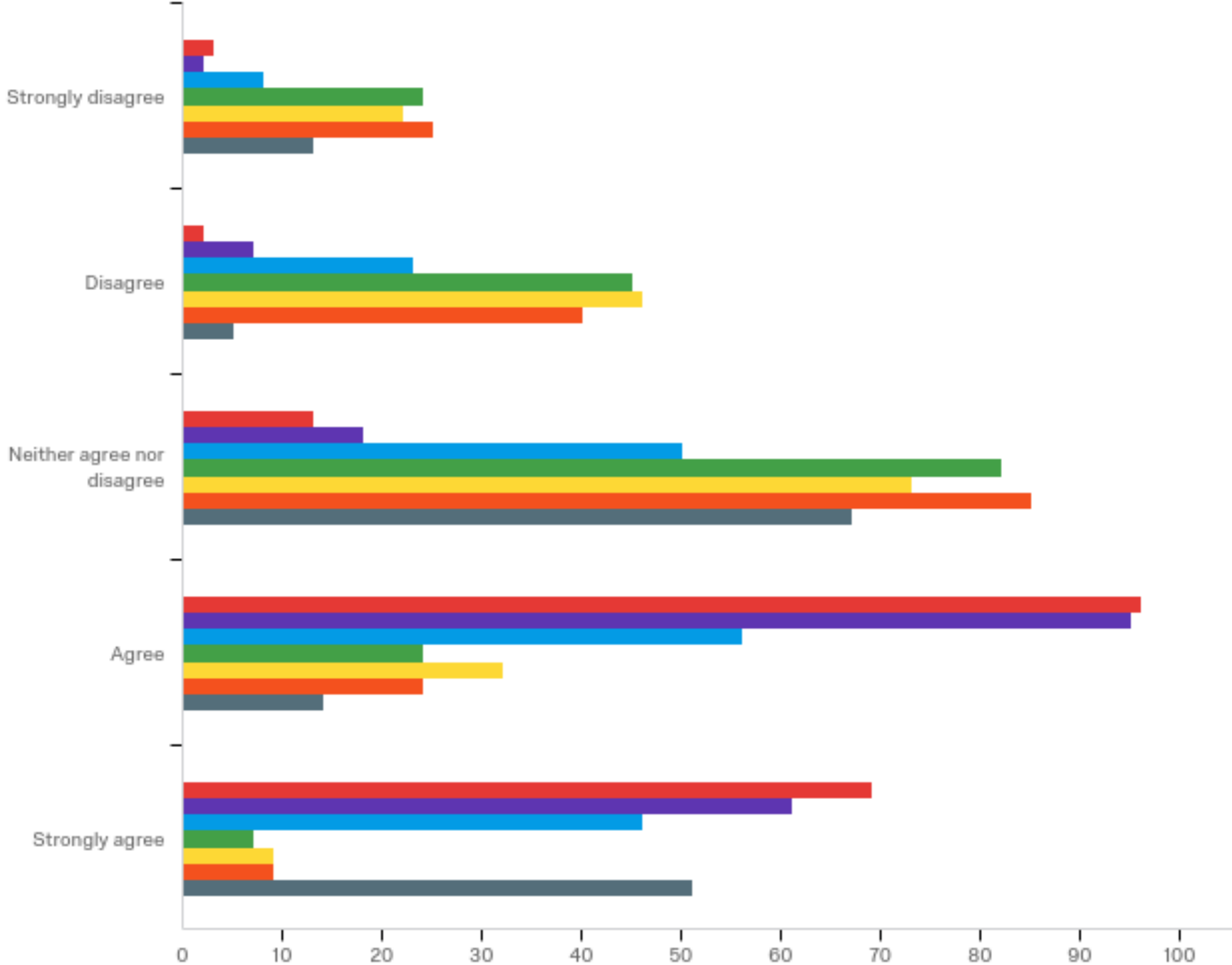
#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	I feel that the textbook was worth the dollar amount that I paid for it.	10.37%	120	15.21%	176	14.61%	169	31.63%	366	28.18%	326	1157
2	I would pay that much money for my textbook again, if I were to do PDBIO 220 again.	12.19%	141	14.78%	171	14.61%	169	29.90%	346	28.52%	330	1157



I found the other textbook easy to navigate. (1)

Based on cost, I would rather have purchased the resource for the other section instead of my own. (2)

Based on clarity and usability, I would rather have purchased the resource for the other section instead of my own. (3)



Google search (1)

Youtube videos (2)

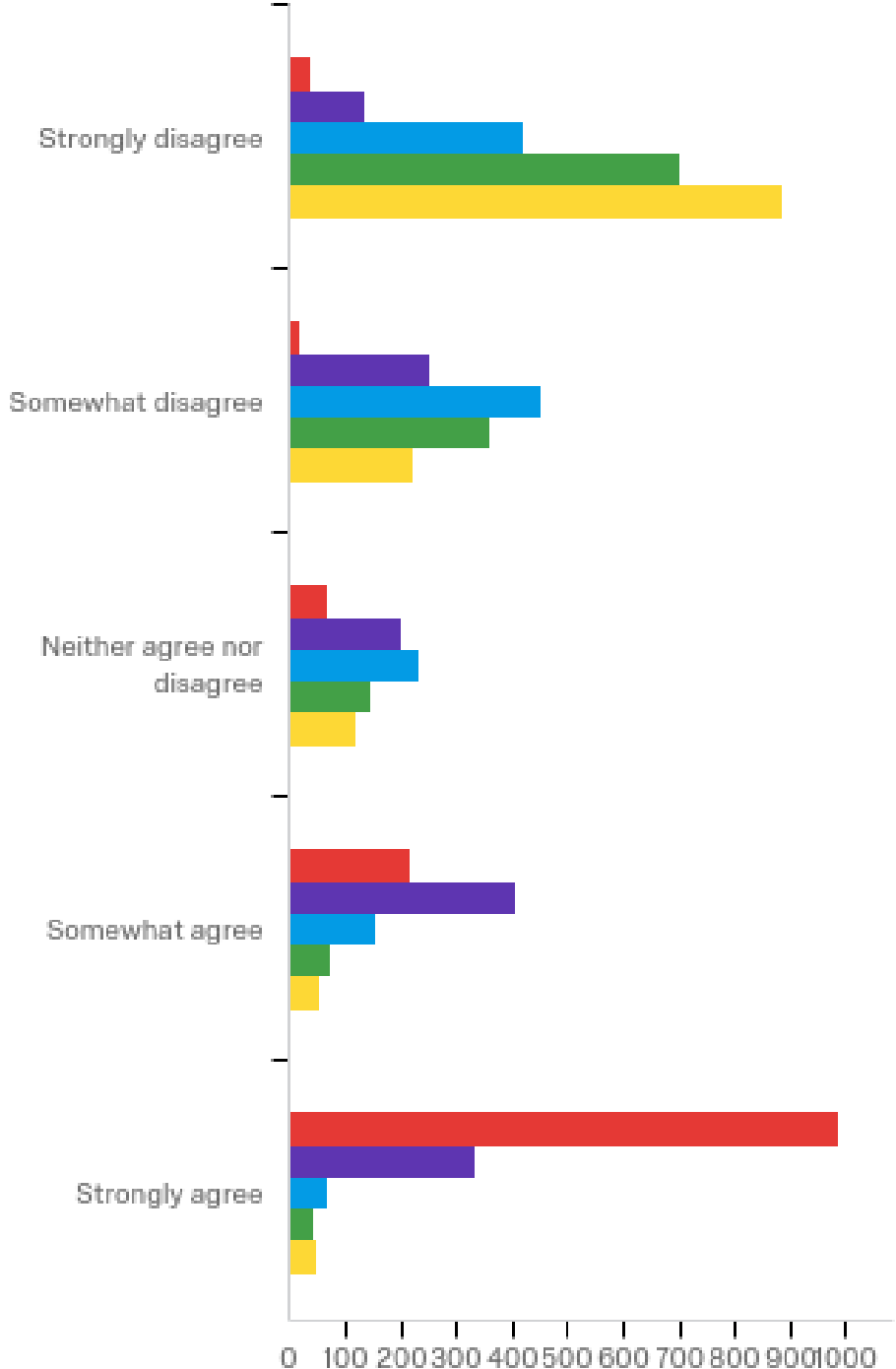
Google slides (3)

Anatomy SmartCards (4)

AnatomyUncovered (5)

Scientific literature (6)

Other (specify) (7)



If the professor had the choice between two equally priced textbooks to require, I would prefer the one with higher quality text and images. (1)

If the professor had the choice between two textbooks that had a 25% price difference, I would prefer the one that is more expensive that contains higher quality text and images. (2)

If the professor had the choice between two textbook that had a 50% price difference, I would prefer the one that is more expensive that contains higher quality text and images. (3)

If the professor had the choice between two textbook that had a 75% price difference, I would prefer the one that is more expensive that contains higher quality text and images. (4)

If the professor had the choice between two textbook that had a 100% price difference, I would prefer the one that is more expensive that contains higher quality text and images. (5)

Dispelling OER Myths with Research

Myth #1. More expensive means better quality.

- John Hilton's literature review on efficacy and perceptions
- <https://link.springer.com/article/10.1007/s11423-016-9434-9>
- No significant difference between student exam scores using OER when compared with same course and instructor using traditional textbook. Learning outcomes are the same.
- *Highlights*
 - 46,149 students studied
 - **No significant difference found in all 10 studies**

Myth #2. Publisher content is trusted more than OER

- John Hilton's literature review on efficacy and perceptions
- <https://link.springer.com/article/10.1007/s11423-016-9434-9>
- "In general, a strong majority of students and teachers believe that OER are as good or better than traditional textbooks"
- *Highlights*
 - 2,366 students surveyed
 - 2,144 faculty surveyed
 - 85% of students said OER was better than or equal to publisher textbook
 - 80% of instructors said OER was better than or equal to publisher textbook

Myth #3. OER = Free

- OER = Free + Permissions (creative commons licenses)
- 5 R's
 - **Retain**: Make and own copies
 - **Reuse**: Use in a wide range of ways
 - **Revise**: Adapt, modify, and improve
 - **Remix**: Combine two or more
 - **Redistribute**: Share with others
- Open pedagogy
 - Students **writing** assessment items
 - Students **making** Wikipedia contributions
 - Students **creating** infographics or memes
 - Students **writing** textbook examples
 - Students **taking** pictures to add to a textbook

Myth #4. OER are not sustainable

- Lumen Learning
- OpenStax
- LibreText
- Flatworld Knowledge
- CK12
- PressBooks
- OLI



**Open
Learning
Initiative**



BYU Library

BYU Affordable Course Materials Working Group

Harold B. Lee Library OER Coordinator

BYU Store Academic Resources Manager

Copyright Office representative

CTL Representative

Director of the BYU Financial Fitness Center

Faculty Center Representative

SAC Representative(s)

BYU Store Manager (Ex officio)

University Librarian (Ex officio)

Faculty Advisory Council

Faculty General Education Committee Representative

BYU Online Representative

Library Scholarly Communications Committee Representative

BYU Accessibility Office Representative

Office of Information Technology

BYU Library Affordable Course Materials Committee

Digital Learning Services Librarian—Chair

Electronic Resources Librarian

Senior Manager of Design, Marketing, and Communications

Course Reserve representative

Special Collections representative

ScholarsArchive representative

Library Liaison Group representative

Library FGEC representative

Why the Library?

Cross-disciplinarity

Steward of campus research information

What are we exploring?

Course reserves (electronic & print)

Member of the Open Textbook Network

Grants

Creative Commons license assistance

Publishing platforms (PressBooks, Publishing Cooperative)

UALC Survey